

# Haddenham Community Junior School

## Special Educational Needs (Information)

### Regulation Annual Report 2026

All mainstream schools and maintained nursery schools are required by law to produce an annual SEN Information Report: Special Educational Needs (Information) Regulations Clause 65.

All mainstream schools and maintained nursery schools are required by law to make their annual SEN Information Report available on their website.

Haddenham Community Junior School is a three form entry, mixed gender, mainstream junior school for children aged 7 to 11 years. If a year group is not full (less than 60 children) we may be able to accept children following a consideration of whether we can meet a child's needs. We carefully consider, on an individual basis, whether we can meet the needs of a child with Special Educational Needs and/or Disabilities.

#### **1. The type of SEND provision that Haddenham Community Junior school provides is in a mainstream environment. It is on an individual needs basis and includes:**

- Specialist delivery of key components of EHCPs and learning support plans, including:
- Interventions to support a diverse range of needs, including Social and Emotional needs, Speech and Language and Occupational Therapy
- Interventions and support for the curriculum (including reading, writing and maths)
- Pastoral support (including Pastoral Forest School and Nurture) and other targeted interventions

**The school's Accessibility policy can be requested at the school office.**

#### **2. The school's approach to identifying and assessing pupils with SEND (including pupils who do and do not have an EHC Plan) is:**

- Concerns raised by parents/carers, teachers, other professionals or the child
- Information from feeder schools
- Limited progress being made
- Concerns that academic potential is not being realised
- A change in the pupil's behaviour or presentation

#### **Evaluating the effectiveness of its provision for pupils with SEND Assessing and reviewing the progress with SEND:**

A pupil's support will be detailed on an SEN Support Plan which will state the desired short term outcome and how progress will be monitored and assessed. This will be shared with parents/carers each term.

The effectiveness of additional support will be monitored regularly through the school's planned programme of SEND and inclusion reviews and decisions will then be taken about the future actions that may be taken to meet a pupil's needs. These may be:

- To reduce the amount of support
- To continue with the existing level of support with new targets being set
- To increase the level of intervention or change the intervention if there has been little progress

### **3. The school's approach for teaching pupils with SEND (including pupils who do and do not have an EHC Plan) is:**

- Our teachers are teachers for all pupils, including those with SEND. We ensure that all pupils are equally valued by having equal access to a broad and balanced curriculum which is adapted to meet individual needs and abilities. This is achieved through Quality First teaching, which includes the use of Universal Provision, effective adaptation and monitoring of all pupils.
- Teaching staff integrate the '5 A Day' adaptive teaching approaches recommended by the EEF into their daily teaching practice to support learning and improve outcomes from all pupils, including those with special educational needs. These approaches are monitored and reviewed regularly.
- Each pupil's education programme will be planned by the class teacher to address areas of difficulty and to remove barriers to learning. This may be provided through placement of learning support assistants to support and manage specific groups of children who need a specialised approach to enable them to access their learning. Adjustments and adaptations will be made in class by the teacher as part of Universal Provision Available Provision. If appropriate, specialist equipment may be given to the pupil e.g. word processors, vocabulary aids, writing slopes, pencil grips, reading overlays or easy to use scissors.
- We promote inclusive learning with all children present in the classroom being taught by their class teacher. However some support strategies involve smaller groups working together in the classroom with focussed adult support.
- Intervention activities to target individual needs are time-limited to minimise length of time out from the classroom. They are led by the teachers or learning support assistants, or external specialist services. They include, but are not limited to: computer programmes including TT Rockstars, Numbots and White Rose Maths Fluency Bee, One to One reading, Reading comprehension skills, Handwriting boosters, maths and vocabulary pre teaching, Social, emotional and mental health support, fine and gross motor skills development, speech and language input
- Risk assessments are carried out and procedures put in place to enable all pupils, wherever possible, to participate in all activities provided by the school.
- Teachers and Learning Support Assistants (LSAs) are given training on strategies to use in the classroom with students who have specific needs. Specialist TAs (speech and language, pastoral and occupational therapy) offer interventions and support in these areas.
- Social, emotional and mental health development is supported through various avenues including social groups. Some pupils may require more targeted support which is offered through the Pupil Referral Unit (PRU), the Bucks Mental Health Support Team (MHST) and sometimes the Child and Adolescent Mental Health Service (CAMHS).

### **4. The school's facilities:**

Haddenham Community Junior School is Disability Discrimination Act (DDA) compliant. Facilities that we have at present include: a toilet adapted for disabled users (which includes a hoist and a changing table), wide doors in some parts of the building, ramps)

### **5. The school's training in relation to pupils with SEND:**

All our class teachers have qualified teacher status.

The school has a yearly plan of Continual Professional Development (CPD) to ensure all staff are kept up-to-date with issues relating to SEND. This may include training through:

- Staff meetings
- In-Service Training Days (INSET)
- Compulsory training such as Health and Safety or Child Protection
- Participation in training courses organised and run by external agencies

At times it may be necessary to refer some pupils to outside agencies for their more specialized expertise.

**These may include from Buckinghamshire Council:**

- Educational Psychologists
- Family Support Services
- School Nursing Team
- First Response
- Social Care
- Child Protection Services
- Pupil Referral Unit
- Bucks Mental Health Support Team
- CAMHS
- CAHBS

**From the Aylesbury integrated SEND team:**

- The Specialist Teaching Service including the Cognition and Learning Team
- Occupational Therapists
- Speech and Language Therapists
- Physiotherapists
- School nurse
- Community Paediatrics

**Charitable Organisations as appropriate, including:**

- Buckinghamshire Mind
- Women's Aid
- Bucks SASH

**6. The school's arrangements to consult with and involve parents/carers of pupils with SEND via:**

- Senior members of staff and/or members of the Inclusion Team are on the school gates every morning available for informal conversations with parents
- Meetings with school staff including class teachers, LSAs and SENDCo throughout the year to discuss the current provision, evaluate its impact and discuss any referrals that may be required.
- Home/School Liaison books provide a daily link for feedback where necessary
- SEN Support Plans are shared with parents/ carers and their views incorporated
- The discussion of reports from outside agencies, for example, Speech and Language Therapists
- School website
- Termly SEND Coffee Mornings

**The pupils about their education via:**

- Discussions with the pupil about what would help them in school with their learning
- Invitation to participate in their Annual Review and the completion of a pupil comment sheet
- School Council
- Pupil voice as part of in class observations by the SENDCO
- Pupil surveys and questionnaires
- Learning walks, including pupil contributions and interviews

**7. The school's partnerships:**

As outlined in point 5, we use a range of services and agencies to meet the needs of pupils with SEND and their families. In addition to this we maintain a number of close partnerships to share and disseminate good practice including our feeder infant schools, the Thame Partnership and the Bernwode Heads group

**8. The school's transition arrangements:**

We recognise that transition is an important time for all pupils but especially for a child with SEND. We work closely with parents/carers, pupils and staff to ensure these transitions run as smoothly as possible.

Transition within the school from one year group to the next takes place towards the end of the summer term. Our recent federation with Haddenham Community Infant school will strengthen this process. it includes:

- Additional visits for SEND pupils to their next classroom, teacher and LSA.
- Where appropriate, a photo book to take home made showing staff and key places in the next class.
- A passport created with the pupil for the staff indicating how they learn best and their interests.
- Up-to-date SEND history and SEN Support Plans are available centrally for all relevant staff to access.
- A Home/School links worker to communicate with children, families and/or Pastoral Teams at feeder infant schools and linked secondary schools

From one setting to another, for example, junior school to secondary:

- Meetings are undertaken between staff of both settings to discuss SEND needs of the transferring pupils.
- Opportunities for parent liaison are supported
- Participation in planned transition activities with our local secondary schools
- Additional visits to the next setting, sometimes accompanied by HCJS LSAs.
- Provision of an up-to-date SEND history and SEN Support Plans
- Participation by the Secondary School SENDCO in the Year 6 annual review
- Assessment records
- A passport is created with the pupil for the staff indicating how they learn best and their interests.
- Where appropriate, a photo book is made showing key staff and key places in the next setting for the pupils to take home.
- SENDCOs of destination schools are invited to speak with parents.

**9.The school communicates the contact details for the support listed above to pupils with SEND and their families by:**

- School prospectus
- School website <https://www.haddenhamjun.co.uk/website>
- Parent consultation evenings
- Annual Reviews
- Termly SEN Support Plan reviews
- 1:1 discussions
- Parental permission forms for outside agency involvement
- School newsletter

**10. The school's key contacts:**

Headteacher – Mr Andy Leach  
Email: [head@haddenhamjun.co.uk](mailto:head@haddenhamjun.co.uk)  
Tel: 01844 291829

SENDCO - Miss Claire McMahon  
Email: [senco@haddenhamjun.co.uk](mailto:senco@haddenhamjun.co.uk)  
Tel: 01844 291829

SEN Governor - Mrs Marjorie Johnstone

Email: [mjohnstone@hcfed.org.uk](mailto:mjohnstone@hcfed.org.uk)

**11. For compliments, concerns or complaints from parents of pupils with SEND:**

Headteacher – Mr Andy Leach

Email: [head@haddenhamjun.co.uk](mailto:head@haddenhamjun.co.uk)

Tel: 01844 291829

**The Bucks Local Offer**

Information for the Local Offer for Buckinghamshire is available at [www.bucksfamilyinfo.org/localoffer](http://www.bucksfamilyinfo.org/localoffer)

The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire Council about the Local Offer please call 0845 688 4944 or email [fisdigital@buckinghamshire.gov.uk](mailto:fisdigital@buckinghamshire.gov.uk)